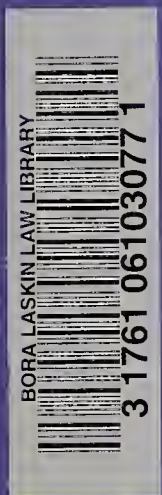




UNIVERSITY OF  
**TORONTO**  
FACULTY OF LAW



**INTERNATIONAL RELATIONS,  
DEVELOPMENT AND GLOBALIZATION:  
THROUGH THE LENS OF GENDER**

POL2235H  
LAW279H1F

JENNIFER NEDELSKY

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FACULTY OF LAW  
UNIVERSITY OF TORONTO

**INTERNATIONAL RELATIONS,  
DEVELOPMENT AND GLOBALIZATION:  
THROUGH THE LENS OF GENDER**

POL2235H  
LAW279H1F

JENNIFER NEDELSKY



International Relations, Development and Globalization:  
Through the Lens of Gender

Pol 2235H  
Law 279H1F  
Thursday, 2-4  
Faculty of Law, Falconer, Room 2 (Solarium)

Professor Jennifer Nedelsky  
Faculty of Law  
Flavelle 323  
416 978-4214  
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Office hours, Thursday 4-5:30

The starting point for this course is that political change cannot be adequately understood without considering gender relations. In fact, it is becoming increasingly important to understand various processes of gender differentiation and the inequality characterizing these processes, particularly within the context of globalization, which has wrought numerous changes in forms of social organization (e.g., in the work sphere, the household, government and activist bodies, etc.) Therefore, this course will aim to assess issues like illegal and legal migration, human rights, global health, post-conflict reconstruction, transnational activism, etc. from various gender-based perspectives, bearing in mind that there is not one but several gender-based approaches. Equal emphasis will be placed on the relationship between the North and the Global South, between 'globalization' and 'glocalization', and between transnational and grass-roots approaches.

This is a student initiated course, and the primary work for selecting the readings was done by Suzanne Hindmarch and Ethel Tungohan. Thanks also to my colleagues in Political Science and Law who made helpful suggestions.

**Required Reading:** Readings will be available on-line through Blackboard and a Course pack is available at the Faculty of Law bookstore.

**Course requirements:**

**Class Participation: 25%**

The core of the course will be the discussions of the assigned reading each week. To structure and facilitate an informed discussion, students will be required to write “Comments” on the readings, and “Responses” to other students’ comments.

Students will be organized into 4 groups. Each week, each of the students from one of the groups is responsible for posting a 1-2 page commentary on the reading. (The groups for each week are marked on the syllabus.) The **COMMENTS** should be your reflections on the reading in light of the ongoing conversation in the course. Thus students are encouraged not only to comment on what they find particularly interesting, important or troubling in the readings, but how this connects to previous readings and to the ongoing dialogue. Students from one other group are required to post **“RESPONSES”** to one of the comments. Responses are your thoughts, reflections, and reactions to the comments. They should be between a half a page and one page. Students should post their intention to respond to a particular comment as soon as they have selected it so that, ideally, each of the “comments” will get a response (as opposed to having a cluster of responses to one comment, and none for the others). **ALL** students should read the comments and responses and feel free to participate in the online dialogue.

**LATE COMMENTS OR RESPONSES WILL NOT BE ACCEPTED,** but if you are unable to attend class on a day your comment or response is due, we ask you to do the comment or response for another class. This way we can incorporate your written submissions into the class discussion, which is harder if you are not there to participate in the conversation. If you cannot do a comment or response for the date assigned to your group, you can do it on another week when you will not otherwise be doing a comment or response.

\* These weekly comments and responses will form a part of the class participation mark. Students will receive their “comments” back with very

brief remarks and a grade. The responses (which are recorded, but not graded), any ongoing electronic dialogue, and regular class discussion will constitute the rest of the participation mark.

**Postings on Blackboard:** After completing the required readings each week, students are required to post comments and/or responses to other students' comments in the discussion board section of Blackboard. Forums are divided by assigned article/topic and date.

**Students who are required to comment for that week must post their comment by Wednesday at 10 am. Students who are assigned to respond that week must do so by Thursday at 10 am, and are encouraged to do so as early as possible. Students are welcome to continue the conversation at any time.**

**Please put at the top of your posting your name, "assigned comment (or response)" and the group number you are in. This will make it easier to keep track of the submission of the assigned responses, as distinct from on any ongoing dialogue that develops.**

To access Blackboard, all you need is your UTORid username and password. The Blackboard Portal address is <http://portal.utoronto.ca>.

### **FINAL PAPER: 75%**

\* Students must submit their paper topic and a bibliography (for research papers) on a course related topic of the student's choice by **November 15**. Students are encouraged to start exploring possible topics early in the semester. The paper can focus on any of the three areas--IR, Comparative, and Globalization--and should have as its main theme an analysis of how gender makes in difference in understanding the topic under discussion. Students can either undertake a research project of their own, or focus primarily on a critical analysis of the course materials. A paper focusing on the course materials might use additional works by the assigned authors, but should focus on 3 or 4 authors so that there can be some depth and precision to the analysis. If you want to discuss your project, please book an appointment during office hours.

\* The final paper (25-30 pages) is due Thursday, December 20, 10 a.m.. As noted below, it is to be submitted by hard copy to my assistant in Flavelle, 323 and electronically to turnitin.com. Law students may fulfill both the Extended Paper and Perspective paper requirements in this course.

This course will be using "turnitin.com" for the final papers. Turnitin is an online resource for educators and students who wish to foster quality original work and to promote the responsible use of secondary sources.

*"This resource helps to prevent and detect plagiarism by comparing submitted papers to billions of pages of content located on the internet and their proprietary databases. The results of the comparisons are compiled, one for each paper submitted, in custom "Originality Reports." These reports are sent to participating educators, who access the results by logging into their Turnitin account(s)."*

*Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site"*

In the third week of class, the students will be provided with a class ID number and a class enrollment password. Each student is then responsible for visiting "[www.turnitin.com](http://www.turnitin.com)"; creating a user profile and; using the class ID and enrollment password to enroll in the class. When final papers are due, students are responsible for submitting a hard copy of their paper to Lynne (or another appropriate administrative officer) and for submitting an electronic copy through turnitin.com.

Please note also that on November, 22 **Shirin Rai** will be presenting a workshop paper in the "Globalization Workshop" that is held right after our class from 4-6. The paper will be available in advance. I hope as many of you as possible will attend.

## **Weekly Readings:**

### **1. Friday, Sept 14 NOTE EXCEPTIONAL DATE. Same location, Falconer room 2.**

Introduction to course. Please note that to accommodate the fact that Political Science starts classes on the week of Sept 10 and law has cancelled classes for Thursday Sept 13 for Rosh Hashanah, our first introductory class will meet on Friday Sept 14, 2-4, in

**Students unable to make this class are expected to have read the materials for the class on Sept. 20.**

### **2. Sept 20**

#### **Introduction: Approaches to Gender and Feminist Theory**

Dietz, Mary G. (2003) Current controversies in feminist theory. *Annual Review of Political Science* 6 (1): 399-431.

Ortega, Mariana. (2006) Being Lovingly, Knowingly Ignorant: White Feminism and Women of Color. *Hypatia*. 21(3): 56-74.

Group 1 comment, group 2 respond

### **3. Sept 27.**

#### **Introduction: Approaches to Development and Globalization**

Cornwall, Andrea, E. Harrison and A. Whitehead (2007) Gender Myths and Feminist Fables: The Struggle for Interpretive Power in Gender and Development, *Development and Change* 38(1): 1-20.

Acker, Joan (2004) Gender, Capitalism and Globalisation, *Critical Sociology*, 30 (1): 17-41.

Group 2 comment, group 3 respond

### **4. Oct. 4 (may need to reschedule)**

#### **Gender and the Global Economy – Macro (Part One)**

Rai, Shirin. (2004) Gendering Global Governance, *International Feminist Journal of Politics*, 6 (4): 579-601.

Bergeron, S. (2001) Political Economy Discourses of Globalization and Feminist Politics, *Signs* 26(4): 983-1006.

Ong, Aihwa. (2006) *Neoliberalism as Exception: Mutations in Citizenship and Sovereignty*. Duke U. Press. pp.97-138.

Group 3 comment, group 4 respond

## **5. October 11**

### **Gender and the Global Economy – Micro (Part Two)**

Kantor, Paula (2005) Determinants of women's microenterprise success in Ahmedabad, India: Empowerment and economics, *Feminist Economics* 11(3): 63-83.

Chant, Sylvia. (1997) Female Headship and the Urban Poor: Case Study Perspectives, in *Women-headed Households: Diversity and Dynamics in the Developing World* Macmillan: Basingstoke, pp. 153-93.

Group 4 comment, group 1 respond

## **6. October 18**

### **Gender, Conflict, and Post-Conflict Situations**

Handrahan, L. (2004) Conflict, Gender, Ethnicity, and Post-Conflict Reconstruction. *Security Dialogue* 35(4): 429-445.

Blumberg, R.L. (2001) Risky Business: What Happens to Gender Equality and Women's Rights in Post-Conflict Societies? Insights from NGOs in El Salvador. *International Journal of Politics, Culture, and Society*. 15(1): 161-173.

Whitworth, Sandra. (2004) When the UN "Succeeds": The Case of Cambodia, in *Men, Militarism and UN Peacekeeping: A Gendered Analysis*. Lynne Reinner, pp. 53-83.

Group 1 comment, group 2 respond

## **7. October 25**

### **Legal and Illegal Migration**

Kofman, E. and P. Raghuram (2006) Gender and global labour migrations: incorporating skilled workers, *Antipode* 38 (2): 282-303.

Black, R. (2003) Breaking the Convention: Researching the 'Illegal' Migration of Refugees to Europe, *Antipode*, 35 (1): 34-54.

Jordan, Ann D. (2002) Human Rights or Wrongs? The struggle for a rights-based response to trafficking in human beings, in Masika, Rachel, ed., *Gender, Trafficking and Slavery* (Oxfam: Oxford) pp. 28-37.

Group 2 comment, group 3 respond

**8. Nov. 1**

### **Women's Rights as Human Rights**

Charlesworth, Hilary (2005), Not Waving but Drowning: Gender Mainstreaming and Human Rights in the United Nations. *Harvard Human Rights Journal* 18: 1-18.

Lambert, C., Pickering, S., & Alder, C. (2003) Naming Human Rights, in *Critical Chatter: Women and Human Rights in Southeast Asia*, (Durham, N.C.: Carolina Academic Press) pp. 112-38.

Merry, Sally Engle (2006), Gender Violence and the CEDAW Process, in *Human Rights and Gender Violence: translating international law into local justice* (Chicago: U Chicago Press) pp. 72-102.

Group 3, comment, group 4 respond

### **November 8 Reading Week**

### **9. November 15 paper proposal due Democracy and Decision-Making**

Fish, Steven. (2002) "Islam and Authoritarianism." *World Politics* 55(1): 4-37.

Aubrey, Lisa. (2001) "Gender, Development, and Democratization in Africa," *A Decade of Democracy in Africa*, ed. S. Ndegwa, Leiden: International Studies in Sociology and Social Anthropology 81, pp. 87-111.

Group 4 comment, group 1 respond

**10. November 22 Karen Knop will be leading the discussion for the first hour and Janice Stein for the second.**

### **Gender and IR; Gender and Nationalism**

Tickner, J. Ann (1997) You Just Don't Understand: Troubled Engagements Between Feminists and IR Theorists, *International Studies Quarterly* 41(4): 611-632.

Karen Knop (2001), "Relational Nationality: On Gender and Nationality in International Law", in T. Alexander Aleinikoff and Douglas Klusmeyer, eds., *Citizenship Today: Global Perspectives and Practices* (Washington, D.C.: Carnegie Endowment for International Peace) pp.89-124.

Group 1 comment, group 4 respond **NOTE OUT OF SEQUENCE FOR GROUP 4** (in order to have all groups in last week)

### **11 November 29 Global Health**

Hunter, Mark (2006) The changing political economy of sex in South Africa: The significance of unemployment and inequalities to the scale of the AIDS pandemic. *Social Science and Medicine* 64 (2007): 689-700.

Emmett, Tony and E. Alant. (2006) Women and Disability: Exploring the interface of multiple disadvantage. *Development Southern Africa* 23(4): 445-460

Desai, Manisha. (2004) Gender, Health and Globalization: A Critical Social Movement Perspective. *Development* 47(2) 36-42

Inhorn, Marica C. (2003) "The Worms Are Weak": Male Infertility and Patriarchal Paradoxes in Egypt. *Men and Masculinities* 5(3): 236-256.

Group 2 comment, group 3 respond

**12. December 6**

**Transnational Activism: Challenging the Global Order**

Kabeer N (2004) Globalisation, labor standards, and women's rights: Dilemmas of collective (in)action in an interdependent world, *Feminist Economics* , 10 (1): 3-35.

Pearson , R and Seyfang, G (2001) New Hope or False Dawn?: Voluntary Codes of Conduct, Labour Regulation and Social Policy in a Globalizing World, *Global Social Policy*, Vol. 1, No. 1, 49-78.

Group 3 and 4 comment, group 2 and 1 respond.



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